

A Bank of Performance-Based Assessment Tasks

Designed by Georgia Modern Language Teachers for Georgia Modern Language Teachers

Why Performance Assessment?

The Georgia Performance Standards for Modern and Classical Languages provide guidance about what students should know and be able to do as a result of their language experience. The term *performance* implies that students are actively engaged in their language classrooms—that they are *doing* foreign language as opposed to just learning *about* it. Consequently, if students are *doing* (are actively engaged) during instruction, they must *do* (be actively engaged) during assessment since instruction and assessment must be mirror images of each other. The problem is that, generally speaking, assessment practices in language classes have lagged behind the strides that have been made in moving instruction to a more performance realm. It is not uncommon today that language students will experience a *doing* classroom but a traditional (often paper and pencil) assessment or test.

The only fair assessment is authentic; that is, students must be assessed on what they learned and in the way they learned it. To achieve the authentic assessment goal means that teachers must develop and infuse more performance-based assessment into their classes.

This bank of performance assessment tasks is provided to Georgia teachers to supplement ones they already use or to “jump-start” the process of infusing them into the classroom for teachers who have not yet tried this form of assessment. These tasks can also serve as models from which teachers can develop their own tasks.

How Are Tasks Organized?

The bank of performance-based assessment tasks has been designed to completely correlate with the Georgia Performance Standards and their Elements. Tasks can be found for Modern Languages Levels 1-3 (middle and high school).

The tasks contained in the bank have all been specifically created for French, German, Japanese or Spanish; however, *any* language teacher can use *any* task by simply making minor adjustments to the task to contextualize it to the language he/she teaches.

Each task pertains to one of the three communicative modes found in national and state foreign language standards: Interpersonal, Interpretive, or Presentational. This allows teachers to select the kinds of assessments that best suit their purposes. Additionally, tasks focus on the assessment of certain progress indicators, which are called *Targeted Elements*. If, for example, a task is labeled as Presentational, but the task also lists Interpersonal and/or Interpretive Elements, there should be no cause for concern. Those Elements are included as part of the process of accomplishing the task, but the task developer determined that the principal focus or product of the task is Presentational.

Each task contains a description of the assessment that is stated in student-friendly and motivating language. Developers of the task bank adhered to the following criteria as each task was created:

Tasks had to be

- connected to the expected proficiency level of the learner (Novice, Intermediate) according to the *ACTFL Proficiency Guidelines*;
- real-world;
- interesting;
- logical;
- clearly stated;
- Inviting to the student.

Teachers should be able to give the tasks to their students *verbatim* from the task bank without having to make any changes for purposes of clarity. However, teachers should feel free to make modifications that they determine would make the task better or more meaningful to their students.

A section of Teacher Notes may be included if the task developer felt that some “heads-up” information would be helpful to the user.

Every task in this bank contains a rubric or scoring guide that the teacher can use to help students understand what will be assessed and how it will be graded. Some of the rubrics are tailored to the specific task and others are standardized rubrics that can be used for *any* task of that communicative mode. As with any performance task, it is assumed that students will always be provided the rubric *before* participating in the assessment experience.

Teachers should feel free to modify any of the rubrics contained within the bank to make them more specifically useful to their purposes.

Quality Assurance and Credit

This bank of performance-based assessments was created by foreign language teachers of the Richmond County Schools through a grant provided by the Southern Conference on Language Teaching (SCOLT). Following completion of the SCOLT project, the Georgia Department of Education provided support for further vetting and editing of the tasks and rubrics and to correlate tasks to the Georgia Performance Standards for Modern and Classical Languages (2007). To follow is a list of teachers and facilitators who created and edited this bank of performance tasks.

| <i>Teacher</i> | <i>School</i> |
|-----------------------|---------------------------------------------------------------|
| Catherine Cáceres | Lake Forest Hills Elementary School |
| Sara Cashin | Westside High School |
| Herbert Caudle | A.R. Johnson High School |
| Marie-Claude Chaney | Davidson Fine Arts School |
| Rick Cushman | Butler High School (now South Aiken High School, SC) |
| Erlberto Díaz | Glenn Hills High School |
| Elizabeth Emanuelli | Lake Forest Hills Elementary School |
| Delia Figueroa-Young | Hephzibah High School |
| Manuel García | Glenn Hills High School |
| Peggy Grant | Lucy Laney High School (now Windsor Spring Elementary School) |
| Scott Hawkins | Butler High School |
| Melissa McAllister | Cross Creek High School |
| Vasco N'Kutula | Glenn Hills High School |
| Kimi Orr | Tubman Middle School |
| Edwin Pérez | Cross Creek High School |
| Susan Phillips | A.R. Johnson High School |
| Petra Rivera-Ramos | Hephzibah High School |
| Phillip Rooks | Cross Creek High School |
| Chika Takeda | Davidson Fine Arts School |
| Candida Thompson | Academy of Richmond County |
| Elicer Torres | Lucy Laney High School |
| Hiroko Turner | Glenn Hills High School |
| Enrique Vázquez | Academy of Richmond County |
| Robert Walker | Cross Creek High School |
| Matilde Weeks | Lake Forest Hills Elementary School |
| Debra Welch | Hephzibah High School |
| Barbara Whaley | Butler High School |
| Margaret Wright | Westside High School |
| Regina Wright | Jenkins White Elementary School |

Facilitators

Greg Duncan
InterPrep, Inc.

Penny Johnson
Richmond County (GA) Schools

Lynne McClendon
SCOLT